



National Congress Bulletin

MAY 1955

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Dear P. T. A. President:_____

FOR the past three years I have enjoyed talking with you in these monthly letters about our common concerns as parent-teacher leaders. This month my term of office as your national president ends, and today I sit down to write you for the last time.

In anything that we do for the last time there is an unusual and poignant significance. What shall I say to you? How shall I make the most of this final opportunity? What have I neglected to say that should be said? What thinking or plans or hopes have I failed to share with you?

As I ponder these questions, two very happy and comforting thoughts come to my mind. The first is that my successor in the presidency will no doubt continue these letters and make up for any omissions of mine. The second is just this: Come to the national convention this month! There we shall have opportunities to work together on any neglected patch of ground. And there I shall have a chance to express to you personally my warm appreciation of your steadfast cooperation and your devoted work.

Perhaps you, too, are ending your term of office this spring. If so, let me remind you that those of us who retire from local, state, or national office can—and should—continue to serve children. P.T.A. membership is an opportunity that is offered to us not for a year or a decade or even a quarter of a century but for a lifetime. Throughout our lives you and I can turn our concern for children into cooperative, constructive action by continuing to be working members of a parent-teacher association.

• THIS IS APPRAISAL TIME

This month of May, when the P.T.A. year nears its end and planning for next year begins, is appraisal time for P.T.A.'s. Gather your executive committee together soon, and together examine the metal of your P.T.A. Is yours a ten-carat, a fourteen-carat, or a solid-gold P.T.A.?

How can you tell? You might take a copy of the *Action Program* for

Better Homes, Better Schools, and Better Communities. Check every item on which your P.T.A. decided to work during the past year. Make a double check for every item on which your unit actually did work. Then record a triple check for every item on which you made notable progress.

Or take your *Manual* and look at the Permanent Platform, printed on pages 78-79. Under each of the ten headings,

write down the specific activities your P.T.A. has carried out to achieve that particular goal.

Then consider your membership. Was it representative of the whole community or only a segment of it? What percentage of your members shared in the work of the organization? Did attendance at meetings increase during the year or fall off?

Why should we make such an appraisal? Because it will help us do a better job of parent-teacher work. We learn

(Continued on page 2)



• Members of the Executive Committee gather on the steps of 700 North Rush Street. In the first row, left to right, are Mrs. Russell C. Bickel, Mrs. Newton P. Leonard, John W. Headley, Mrs. Rollin Brown, and Mrs. C. W. Detjen. In the second row are Mrs. T. J. Mims, Mrs. Edward T. Walker, Mrs. Herman Nordfors, Mrs. Ramon Lawrence, and Mrs. H. G. Stinnett, Jr. In the third row are Joseph A. Hunter, Mrs. T. H. Ludlow, Mrs. O. S. Fatland, and Henry F. Helmholz, M.D. Unable to be present were Kenneth E. Oberholtzer and Mrs. James Fitts Hill.

(Continued from page 1)

from both our successes and our failures. A glance backward sharpens our perception of the tasks ahead.

● THE CHALLENGE OF THE FUTURE

I, too, have been trying to discern the challenge of the future in the record of the past. Better homes, better schools, better communities—for these we have worked during the past three years. But we know they cannot be achieved until *every* home, *every* school, and *every* community is drawn into the joint effort. And they cannot be achieved by any one organization working alone. This then is the challenge that I see for the future: to organize a P.T.A. in every school that does not yet have one, and to make every P.T.A. an action center to stimulate cooperative efforts for better homes, better schools, and better communities.

Your P.T.A. is important in meeting this double challenge. If your P.T.A. benefits the children of your school and community, other schools and communities will want a parent-teacher association too. A good P.T.A. is our best asset in promoting the organization of new units. Make your a good P.T.A.—a solid-gold P.T.A. Make it a rallying point for all who share our vision of a nation of good homes, good schools, and good communities.

ATTENTION, DELEGATES!

● The registration desk for the national convention will be located at the Hotel Sherman. Voting delegates must present identification cards when they register. All other members wishing to attend the convention must present membership cards. The registration fee is \$1.00. When you register you will receive a card admitting you to sessions of the convention.

The registration desk will open at twelve noon on Sunday, May 22. Hours for subsequent registration are:

Monday 8:00 a.m. to 6:00 p.m.
Tuesday 8:30 a.m. to 4:30 p.m.
Wednesday 8:30 a.m. to 2:00 p.m.

Do not fail to register at the hotel; it will not be possible to register elsewhere.

● YOUR P.T.A. COUNTS

If there is one thought I would like to leave with you, it is this: Your P.T.A. counts. Never forget that. It counts enormously. It counts not only in its own school and neighborhood but in the community, the state, and the nation. If all P.T.A.'s act solely in the interests of children, if they face issues with courage, if they work without stint, we parent-teacher workers could change the earth. We could—and we will—create a free, responsible, peaceful society in which young lives can grow straight and strong and free.

Loyally yours,

Lucile P. Leonard

MRS. NEWTON P. LEONARD, President
National Congress of Parents and Teachers

National President Honored

MRS. NEWTON P. LEONARD has been named Rhode Island "Mother of the Year" by the state's American Mother committee of the Golden Age Foundation. Mrs. Vernon W. Cooke of Woonsocket, chairman of the state committee of twelve, made the announcement. The president of the National Congress was chosen on the basis of her outstanding work in education and civic activities. Newspaper accounts highlighted her parent-teacher career and cited her recent volunteer services as a member of the public advisory board of the Foreign Operations Administration, and of the governor's advisory commission on the state public assistance program. Final selection of the national "Mother of the Year" will be made at a luncheon in New York on May 6.

(See opposite page for picture.)

Leadership from the P.T.A.

P.T.A.'s assumed a larger part in the operation of Boy Scout units during the last three years than ever before in history, a recent report from the Boy Scouts shows. In 1954 there were 14,208 troops with parent-teacher leadership, a gain of more than 33 per cent since 1952. Members provided guidance for a total of 474,418 boys in Cub Scout Packs, Boy Scout Troops, and Explorer Units. They were carrying out the National Congress policy of supporting youth groups by encouraging their formation and stimulating leadership.

Said Harry K. Eby, director of school relationships for the Boy Scouts, in his letter to Mrs. Newton P. Leonard, "You will be thrilled, as I am, by this very outstanding record, much of which we know is due to the direct influence of your national policy of encouraging co-operation and to the extensive growth of the P.T.A."

Fieldglass Briefs



● This group of parent-teacher leaders arrived in squaw dresses for the district conference held last fall at Walker Air Base in Roswell, New Mexico.

High School Leadership

In step with the rapid growth of high school units across the country, Cleveland parent-teacher leaders held an all-day conference on the high school P.T.A. this fall. Registration reached more than 300, composed of school administrators, state board members, and P.T.A. officers and chairmen from Cuyahoga, Summit, and Medina counties in Ohio.

"Room dads" replace room mothers in the sixth grade of one New Mexican school, at the urging of P.T.A. fathers themselves.

Dollars on Trees

The old tradition of "an apple for the teacher" was briefly revived this winter for the state conference of the Massachusetts Congress of Parents and Teachers. Each of the several hundred local units represented at Springfield, Massachusetts, sent apples along with a gift of silver for the Webber-Fiske scholarship fund. Mrs. Harold B. Murch, state president, accepted the donations in a colorful ceremony. An apple tree with red balloons for fruit and dollar bills for leaves was an appropriate eye-catcher. The money raised—\$1,200—will be used to encourage prospective teachers.

NATIONAL CONGRESS BULLETIN

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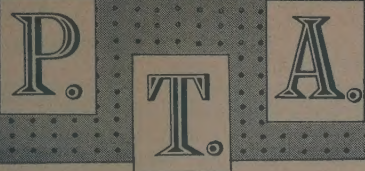
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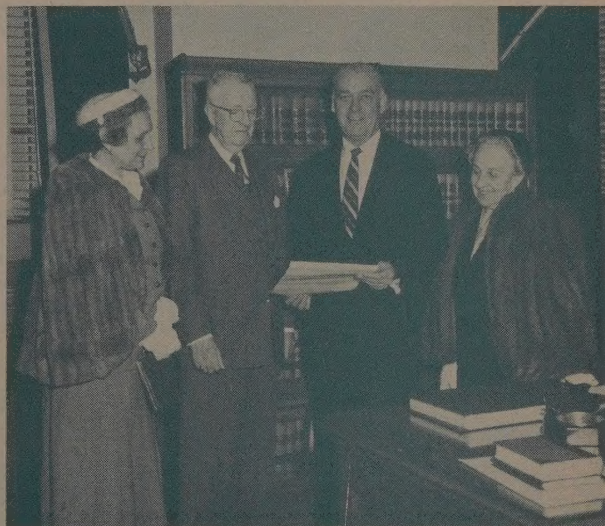
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BULLETIN BOARD

Brief Items of Current Interest

- **IDENTIFICATION TAGS** for all school children are one goal of the civil defense program of the Grandview (Mo.) P.T.A. In this military defense area, local and regional medical authorities are cooperating with the P.T.A. in training the community for emergency action.
- **TELEVISION STARS** P.T.A. members on Wichita's KEDD-TV. The program, called "The P.T.A. Story," is scheduled twice a week and features skits, study groups, panels—and, on occasion, a kitchen band!
- **RETARDED CHILDREN AND THEIR PROBLEMS** are the common interest of P.T.A. members associated with the Greater Kansas City Foundation for Exceptional Children. Parents own and administer this nonprofit school, which was started three years ago and now has an enrollment of sixty pupils. Every teacher and parent is a member of the unit, which focuses public attention on the values of special education.
- **ONE-WAY STREETS FOR SAFETY** are a recent improvement in the neighborhood of the Hazeldell School (Cleveland, Ohio), thanks to P.T.A. efforts. A special committee (Mrs. Harry Gordon, chairman) canvassed homes in the area and got signed petitions asking the city council to convert the streets to one-way traffic. Councilmen reacted favorably and quickly.
- **THE OLDEST P.T.A.** in Pueblo, Colorado, celebrated its Golden Jubilee this year by honoring past presidents and former teachers. A complete history of the Carlile P.T.A. was presented to the school.
- **THE ONLY CLINIC IN THE WORLD** owned and operated by P.T.A.'s is the \$700,000 Health Center in Los Angeles. Mrs. L. S. Baca, district president, accepted for the Tenth Los Angeles District the Lane Bryant Award for benefiting American home and community life.
- **AN AROUND-THE-WORLD POTLUCK** dinner honored the faculty of East High School, Des Moines, Iowa. P.T.A. members decorated the tables, wore the costumes, and brought food specialties of various countries.
- **"COME TO THE FAIR"** is the annual cry of the Cheraw, South Carolina, P.T.A. More successful each year is their community fair, where cooks vie for blue ribbons for cakes, cookies, pies, and canned goods. Handiwork is also displayed, and a supper booth and "midway" offer entertainment.
- **FREE TICKETS TO A CONCERT SERIES** for seven thousand fourth-, fifth-, and sixth-graders were provided by the Scranton (Penna.) Council. P.T.A.'s furnished supervision and transportation to the classical and semi-classical programs of the Scranton Philharmonic Orchestra.
- **A SPRING LUNCHEON FOR TEACHERS** is an annual affair at General Beadle (Rapid City, S. D.) P.T.A. It's a small gesture of appreciation by parents, who prepare and serve the meal.



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- Newton P. Leonard (second from left) receives on behalf of Mrs. Leonard the citation awarded her as "Mother of the Year" for the state of Rhode Island. Governor Dennis J. Roberts awards the citation while Mrs. Vernon Cook (left), of Woonsocket, chairman of the Rhode Island Mothers' Committee, and Mrs. Archibald Silverman of Providence, "Mother of the Year" for 1954, watch. The award was made in the Governor's office at the Rhode Island State House, and Mr. Leonard was asked to receive it in Mrs. Leonard's absence.
- **THE "TELEPHONE SQUAD"** of the Bragaw School P.T.A. (Newark, N.J.) is given the credit for the large attendance at unit meetings. Of the total membership of 900, it is not unusual to have 600 present. Although mimeographed flyers are distributed in advance of the meeting, it is the personal call from a squad member that gets the best response.
- **THE FATHERS** who belong to Roosevelt P.T.A. (Grants Pass, Ore.) made a family celebration of Founders Day. To mark the event, the men planned and served a ceremonial dinner to one hundred members and their children.
- **MOTHERS ATTEND THE PLAY SCHOOL** established by the Ruth Byerley Preschool P.T.A. in Midland, Texas. Thirty-six children of preschool age play all morning every Thursday. Mothers accompany them to observe activities and share in the leadership.
- **A SCHOLARSHIP BREAKFAST**—proceeds to go toward a fund for prospective teachers—was a timely event sponsored recently by the Hazeldell (Cleveland, Ohio) P.T.A. The Cleveland public schools will benefit, too, for the scholarship will be awarded to a high school graduate who expects to teach within the city system after college.

SALK VACCINE A SUCCESS

"THE VACCINE WORKS. It is safe, effective, and potent." The news flashed over the wires on the morning of April 12, 1955. Within minutes headlines were bringing the message to fathers and mothers everywhere.

Medical history has been made. April 12 marked a turning point in one of the stubbornest battles science has faced—the fight against polio. In the vaccine developed in the laboratory of Jonas E. Salk, M.D., we now have a powerful weapon against a crippler that is centuries old.

This great scientific triumph was first revealed to a waiting world by Thomas Francis, Jr., M.D., one of the nation's top virus experts. From the Rackham Auditorium at the University of Michigan Dr. Francis announced that the Salk vaccine is 80 to 90 per cent effective against all three types of polio. Dr. Salk, who was on the platform with Dr. Francis, had more good news. Since last year's field trials the vaccine itself has been greatly improved. The new serum should be almost 100 per cent effective in protecting children against the polio virus.

Green Light Ahead

The verdict announced at Ann Arbor adds up to a go-ahead signal for mass inoculations throughout the country. Physicians, health departments, and manufacturers of the vaccine are already planning for the gigantic task. Some seven million school children in the first and second grades will be given shots immediately.

While polio strikes people of all ages, its chief victims have been children. Boys and girls and their mothers and fathers have borne most of the burden of our long helplessness against infantile paralysis. It is they to whom Dr. Salk brings the greatest relief from anxiety. From now on the words "Mommie, I have a headache; my neck feels stiff" won't throw us into panic as they once did. From now on we shall not face the summer months with dread. Let June, July, August, and September come. They will no longer bring the sickening suspense of other summers. This summer, millions of children can shout and play freely and happily in the sunshine. Their parents can lay aside the paralyzing fear that out of somewhere a virus may strike that can still a child's laughter, take away his freedom to romp, bind and distort his young muscles.

To the roster of the great benefactors of mankind—a roster of such names as Pasteur, Jenner, Harvey, Fleming—must now be added the name of Jonas E. Salk. It was he who made the victory possible. This quiet scientist, who lists as his hobby "my work," had the determination, the drive, and the research skill that the challenge called for.

Putting Dimes to Work

We are indebted for the vaccine, to Dr. Salk, to the scientists who worked before him and beside him, and to the National Foundation for Infantile Paralysis. The foundation granted Dr. Salk more than a million dollars to carry out his study. And these funds came from the pockets of countless men and women and children who hopefully chose to put their dollars and dimes to work against this dread disease.

The foundation was created by Franklin D. Roosevelt; it was by design that

the results of the vaccine were announced on the tenth anniversary of his death.

Sharing in the Field Trials

We of the National Congress of Parents and Teachers have always worked closely with the National Foundation for Infantile Paralysis. For years we have kept our members informed of the Foundation's unrelenting search for a weapon against polio. During the last two years the *National Parent-Teacher* has carried a series of articles on the progress of Dr. Salk's vaccine research. Writing in the December 1953 issue, Hart E. Van Riper, M.D., pointed out that developments were so promising that 1954 might well be the year of decision for polio. Last summer P.T.A. members throughout the country participated in the field trials, and this year again we have gladly dedicated our resources to the inoculation program. Today, with the rest of mankind, we rejoice that one more dark fear has been lifted from our hearts and our homes.

(Reprinted from the May issue of the *NATIONAL PARENT-TEACHER*.)



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• It's an important moment for six-year-old Joanne Elaine Stewart of Pittsburgh. Dr. Jonas B. Salk and Nurse Mary Kramer (left) assist Nurse Margaret O'Brien in administering a "single-drop-of-blood" test in connection with the use of Salk polio vaccine. One million children took part in last year's successful experiment.

DON'T BE A Dropout Parent!

JOIN THE HIGH SCHOOL P.T.A.



DON'T BE A DROPOUT PARENT

• Stand by your teen-ager! While he attended elementary school you realized the importance of belonging to a P.T.A. Now that he's in high school it's just as important for you to belong to the high school association. . . .

HERE'S WHY:

• Your teen-ager still needs encouragement, guidance, and understanding.

Now is the time when he explores new interests, tests his capacities, and learns to know himself. Though he searches for independence and self-direction he'll be counting on you for guidance and help. Don't let him worry through his problems *alone*. Reassure him by working with him. Remain active in parent-teacher work.

• High school administrators and teachers need your expressed interest and friendly cooperation.

Even with the most modern plant and equipment, a high school alone can't prepare teen-agers for all the challenges ahead. Administrators and teachers need *you* as a partner in educating today's youth. As a member of the high school P.T.A. you share this partnership—and help win greater support for your school by interpreting its program to the public.

DON'T BE A DROPOUT PARENT

• Show your continued interest in youth and in the schools they attend by joining your high school P.T.A.

Find out the date of the next meeting.

Make plans to attend.

At the meeting, see the membership chairman.

• Say you want to join, and through the high school P.T.A.—

Support the high school program.

Become partners with the teen-agers in your town in their new educational enterprise.

Work with other parents on projects that will give teen-agers wholesome enjoyment and a feeling of being responsible enough to:

- Participate in setting up standards of behavior.
- Take an active part in community affairs.
- Cooperate in building good public relations between the school and the community.

DON'T BE A DROPOUT PARENT

• You are needed just as much in the high school P.T.A. as you were in the elementary school association. By participating actively in a high school P.T.A. you can:

Discuss with educators and other fellow citizens the aims and objectives of a modern high school education.

Find out whether your high school has the resources—staff, physical plant, and equipment—to provide a good education.

Join a study group to get a better knowledge and understanding of adolescent growth and behavior.

Gain confidence by working with other parents whose problems and experiences parallel your own.

Take part with the students, teachers, and other parents and citizens in such cooperative projects as curriculum planning, school bond campaigns, work-study programs, career and college days, and many other activities that benefit high school students.

Assist teen-agers in choosing a career by providing vocational guidance and information about business and professional opportunities in your community.

Help students make use of all available educational resources after high school graduation.

Organize discussion groups for teen-agers to prepare them for adult responsibilities.

DON'T BE A DROPOUT PARENT

• For a better U.S.A. join your high school P.T.A.

The kind of community in which teen-agers are growing up—the strength of its moral and spiritual values as well as its social and economic security—makes the difference that counts. The upsurge of delinquency throughout the country compels us to look at youth's whole environment.

By becoming an active P.T.A. member you can:

- Urge that surveys be made to find out how safe, healthful, and wholesome your community is for young people.
- Support community efforts to combat undesirable influences.
- Cooperate with religious groups, civic and service organizations, and government agencies to provide leadership, counseling, recreation, and other needed community services for youth.
- Join hands with the millions of other members of the National Congress of Parents and Teachers working together in P.T.A.'s for the welfare of America's children and youth.

DON'T BE A DROPOUT PARENT

• Join your high school P.T.A. now.

• Do it to assure your own growth by working with youth.

• Do it for the sake of your own teen-agers, who need your loving guidance and sympathetic understanding.

• Do it as an example of responsible citizenship in a free society.

• Do it to let youth know America needs the best that young people can offer—all their idealism, initiative, and intelligence.

• If we would build a better tomorrow, let's do it with youth.

• And, remember, the better tomorrow begins today.

• Now is the time to graduate into the high school P.T.A.

• If there isn't one in your community, start one.

• If there is, join it—

And persuade other parents to join.

Copies of **DON'T BE A DROPOUT PARENT**, printed in leaflet form, are available from your state congress or from the National Congress. Prices: 60 cents per 100; \$5.00 per 1,000.

Gleanings from A. A. S. A. Regional Conventions

THESE COMMENTS from the recent meetings of the American Association of School Administrators were relayed to us by the National Congress representatives who were present.

What Is Right with Our Schools

● I believe that education in its broadest sense must do more than cram a few facts, scientific and otherwise, into the minds of the masses of students in our schools. It must include stressing of a spirit of tolerance and understanding among all segments of our population and among all nations in our world. In the field of science, we have been intelligent enough to harness atomic energy for destructive purposes, and we have also succeeded in manufacturing a hydrogen bomb, which is many times more devastating. But unfortunately in the field of human relations we haven't advanced much beyond the kindergarten stage. "Never did man know so much, and never was he more afraid of tomorrow."

—W. M. OSTENBERG, *Superintendent of Schools, Salina, Kansas*

Getting More for the School Building Dollar

● We should construct school buildings so that their spaces can be rearranged and additions constructed without expensive structural and mechanical alterations in the original building. . . . In order to contribute flexibility, I suggest that we might build permanent skeletons and skins with the idea of completely rebuilding the insides every twenty years.

One of the knotty questions is, when should we stop adding to a school building and start a new one? Many of our school plants are built on the installment plan, and properly so. . . . When a school plant is erected in install-

ments, a master plan for the ultimate contemplated plant should be developed before the first unit is built, and each unit should be planned to fit the ultimate scheme.

When it is necessary to omit some features to bring the project in line with available funds, it is better to leave out items that can be added later than to handicap the ultimate plant by resorting to inadequate classroom dimensions.

—RAY L. HAMON, *Chief, School Housing Section, Office of Education, U.S. Department of Health, Education, and Welfare*

Forces in Community Life Affecting the Schools

● Every public school operates in a framework of forces of community life. Every aspect of organization and operation is influenced by the cross currents, pressures and tensions of growth, change, adjustment, and progress. These are the dynamics affecting schools.

A school must be able to meet the changing environmental needs of the community; this aspect is adaptability. A school is expected, in achieving its purposes, to be able to deal differently with different people in the community. This aspect of the school is flexibility. The school must operate to preserve worthwhile community unities in a way that allows worthwhile differences to thrive. This aspect is stability.

* * * *

● In a democracy no school system is able to survive and develop in its abilities to serve mankind unless it makes needed changes that not only reflect but also raise the level of the community aspirations that give direction to education. This continuous adjustment is progress.

—EARL R. BOGGS, *Professor of Education, University of Virginia*

How Cool Is American Education?

● Let us look at the present strength of America. Of what does it consist? What makes the most complex governmental and economic organization ever known to man tick? An uneducated citizenry could not create, understand, or operate within the structure. America could not exist as it does today if only its leaders were educated. It could not exist even with mass education if the same education were prescribed for all. . . . Diversity of occupational competence and interests is the key to America's success, and the foundation lies in the breadth of the educational program and in the attention paid in the classroom to individual differences and aptitudes.

* * * *

● The school program of America is as American as apple pie. It recognizes the wide differences in human beings.



© Roe M. Wright

● Grand Forks, North Dakota, had 100 per cent representation of its elementary school teachers at national headquarters recently. In Chicago for the annual meeting of the National Department of Elementary School Principals, they stopped off for a tour of the P.T.A. building.

Gleanings (Continued)

and encourages and prepares people to find worthy careers in the wide variety of opportunities which the American economy offers and which the American nation needs as the bedrock of its strength. For almost any conceivable emergency that can face America, there are persons with developed talents who can step immediately into the breach, prepared by a school program which recognized individual differences and aptitudes. A modern complex nation cannot rely upon an educational program that fashions everyone in the same mold, and forces out of the program those who resist the molding. It is natural for men to be different, and the school program which builds upon the differences benefits both the individual and the nation with its myriad needs.

—THOMAS E. ROBINSON,
*New Jersey State
Teachers College*

UN, UNESCO, and the Schools

● We superintendents must be students of world affairs. No longer is there room for the belief that our great country can expect to prosper in the middle of a jungle world. Our future is inextricably bound together with the futures of all other countries—East as well as West. Because of the greater ease of travel, there is more mobility of populations, and the future holds even greater promise. Land distances have

shrunk to air miles. Children in our schools today need to be trained for living in distant areas—much more so than in the past. The admixture of peoples calls for the development of world-mindedness and better understanding on the part of the individual.

—JOHN J. FORESTER, *Superintendent of Schools, Uniondale, New York*

Message of Acceptance of American Education Awards for 1955

● It is one of the tragedies of American life that the teacher, who is appreciated and beloved by all, should never have received the compensation, the financial support, and the sense of security which his important responsibility pre-eminently justified.

This country has somehow failed to give public education the financial backing it requires in order that the security and the best interests of this nation should be served. I know of communities . . . where boys and girls come to school in double or even triple shifts. Many are still using old, inadequate buildings that are overcrowded, poorly heated and ventilated, unsanitary, unsafe, and that do not have the facilities needed by good schools today. In these days there should be no finer building in any community than the public school. I hope some kind of local, state, and federal partnership will speedily be worked out whereby every child, regardless of where he may happen to be born,

FLASH—

Membership in the National Congress of Parents and Teachers soared to new heights in 1954-55. A gain of 586,588 members has brought the total enrollment as of April 15, 1955, to

9,409,282

The over-all increase in membership during the three-year administration of Mrs. Newton P. Leonard, which began in 1952, amounts to 1,455,976. These figures indicate better than words the growing strength and influence of the parent-teacher movement. Our national president and the members of the Board of Managers join in acknowledging their deep appreciation and respect for all who made this impressive achievement possible.

will be guaranteed, as Lincoln put it, "an equal chance for a fair start in the race of life."

—NORMAN VINCENT PEALE,
Marble Collegiate Reformed Church

Discovering and Meeting Problems of Staff Morale

● Among conditions that contribute to low morale among teachers and staff of the public schools are malpractice in human relations by the administration or staff; poor working conditions (long hours, extra assignments, large classes, inadequate building and instructional facilities, and lack of satisfactions); lack of involvement and participation in planning the school program; poor and unfair salary plans, lack of fringe benefits, and lack of tenure; inadequate opportunities for professional growth and advancement; few satisfactions with no recognition and appreciation of accomplishments; poor living conditions; little opportunity for community participation, and a lack of cultural and recreational opportunities.

—CHARLES B. PARK, *Director of Special Studies, Division of Field Service, Central Michigan College of Education*

Undimmed by Human Tears

● The enemies of freedom are not supermen. They can be out-thought, but only by men who think. One of the fundamental purposes of education is to teach youth how to think, and if the educational system is successful in this

(Continued on page 8)



© Fred Hess

● A glimpse of the National Congress exhibit booth at the Atlantic City meeting of the National Association of Secondary-School Principals.



• This is a picture of little David Alistair Grant, the son of our editor, Mrs. Eva Grant. We are publishing the photo because so many of you requested us to do so. As you probably know, he is affectionately referred to as the "P.T.A. baby."

Gleanings (Continued)

endeavor it becomes a bulwark of freedom.

The most sinister subversive is the man who seeks so to control the educational system that it becomes an instrument of thought control. The American believes in the free mind in the free society. He knows that truth frees. Propaganda bodies that would make of the schools nothing more than amplifiers for their dogmatism are a threat to freedom, and boards of education that submit to their shackling pressure betray the free society.

—BISHOP G. BROMLEY OXNAM,
The Methodist Church,
Washington, D.C.



New Hope for Audiences.—The latest discussion methods are described and evaluated along with time-tested techniques in this informative booklet. 40 cents a copy; 10-99 copies, 35 cents each.

National Parent-Teacher Magazine

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• For a Lifetime of Mental Health •

HERE'S encouraging news for readers with children from preschool age through adolescence. In September the *National Parent-Teacher* will launch its newest study-discussion series, *For a Lifetime of Mental Health*. Leading child experts will focus attention on a different aspect of mental health each month and apply their insights to three separate groups—preschool, school-age, and adolescent. Each of the three monthly articles in the series will be accompanied by a helpful guide for discussion and study.

What's in store for next fall? Parents of preschool-age children will be reading and talking about the spiritual experiences of children in everyday life. They will learn to recognize when a child needs comforting.

Parents and teachers of school-age children will look at the problems of cheating, tardiness, and truancy and

attempt to discover the significance of these symptoms of maladjustment. They will take an objective look at the report card children bring home to determine if it presents a true picture of a child's growth. They will talk about the "gangs" and decide whether or not they should be "gang-busters."

The study-course topics for those interested in the problems of more mature students are thought-provoking. Where does one turn for reliable counsel on careers? How can one help the adolescent over the hurdles inevitably in his path? What about delinquency? Who is delinquent—and why?

You won't want to miss any article in this timely series. Be sure of getting all of them by subscribing to the *National Parent-Teacher*. Ten issues, \$1.25; address your orders to the *National Parent-Teacher*, 700 North Rush Street, Chicago 11, Illinois.